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ABSTRACT

This publication presents a curriculum designed to educate New York City students about the importance of public transportation and to promote an awareness of the public's responsibility to respect and maintain New York City's transit system. The curriculum, designed by the New York City Transit Authority in cooperation with the New York City Board of Education, is geared toward fifth and sixth graders. The lesson plan is divided into the following two parts: (1) lessons and activities; and (2) resources. Each lesson addresses one of three major areas of concern: graffiti, vandalism, and behavior on trains and buses. The lessons contain teacher strategies and student activities, plus activity sheets, which may be used in conjunction with the lesson, independent of it, or as a follow-up to it. The resources section of the curriculum contains information on transit exhibits, community programs, careers, speakers, etc. (PS)

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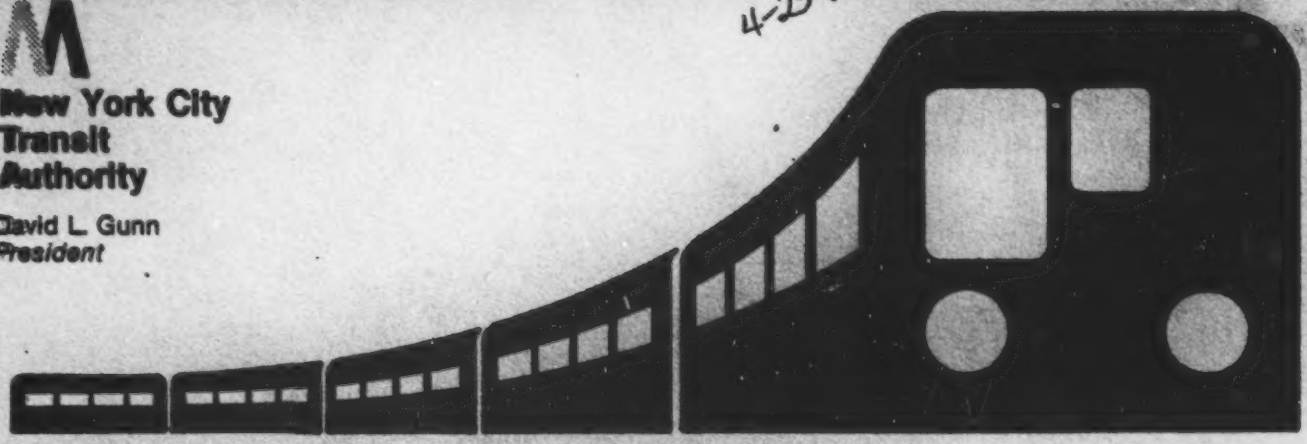
New York City Transit Authority

David L. Gunn
President



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RIDE with PRIDE

Wipe out grafitti and vandalism on our trains and buses

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Nathan Quinones
Chancellor

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FOREWORD

SHORT (one paragraph) MESSAGE FROM MAYOR TO BE SUPPLIED BY TRANSIT AUTHORITY.

Edward I. Koch
Mayor

Ride with Pride is an example of a successful collaboration between New York City's Board of Education and the New York City Transit Authority. By joining forces to combine the unique strengths and skills of individual agencies, our City can tap the full range of its diverse resources to address topics of importance to us all. Ride with Pride is designed to educate our student population as to the importance of public transportation as well as to promote an awareness of the public's responsibility to respect and maintain New York City's transit system.

Nathan Quinones
Chancellor

SHORT (one paragraph) MESSAGE FROM TA PRESIDENT TO BE SUPPLIED BY TRANSIT AUTHORITY.

David L. Gunn
President

ACKNOWLEDGMENTS

Ride with Pride is a collaborative effort between the New York City Board of Education, Nathan Quinones, Chancellor, and the New York City Transit Authority, David L. Gunn, President.

The curriculum is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Morris Freedman, Deputy Executive Director, Division of Curriculum and Instruction, provided overall support.

Hilary Jones, Government Relations Specialist, Division of Government Affairs, New York City Transit Authority, coordinated the efforts of the Transit Authority's curriculum task force as well as provided information for the Resources section of this curriculum. Carl L. Green, Jr., Assistant Vice President for Government Affairs, New York City Transit Authority, provided guidance for the project.

Peter Dews, Curriculum Editorial and Production Unit, Division of Curriculum and Instruction, was the principal writer. Maureen Maguire, Curriculum Editorial and Production Unit, Division of Curriculum and Instruction, reviewed the curriculum. Some of the student activities were adapted from Citizenship, a New York City Board of Education publication.

Catherine Nunn executed the cover and drawings and designed the curriculum.

Ride with Pride was prepared for printing by the Curriculum Editorial and Production Unit, Alaire Mitchell, Assistant Director of Curriculum Research (Acting), and Maureen Maguire, Production Coordinator.

INTRODUCTION

In 1985, the cost of fighting graffiti and vandalism on New York City's Metropolitan Transit Authority soared to an estimated 18 to 20 million dollars. With these costs expected to continue rising in 1986, graffiti and vandalism on our trains and buses may no longer be viewed as simple nuisances but must be treated as major problems which affect our daily lives.

Since many of these anti-social acts are committed by young people under the age of twenty, a successful anti-graffiti/vandalism campaign must reach the population of our public schools. For this reason, the New York City Transit Authority and the New York City Board of Education have joined forces to produce Ride with Pride, a curriculum designed to promote respect for our public transportation system. This initial educational effort has targeted our 5th and 6th grade students as its audience.

The curriculum is divided into two main sections: Lessons and Activities and Resources. Each lesson addresses one of three major areas of concern: graffiti, vandalism, and behavior on our trains and buses. The lessons themselves contain teacher strategies and student activities which may be used in conjunction with the lesson, independent of it, or as a follow-up to it. The Resources section of this curriculum contains information on transit exhibits, community programs, careers, speakers, etc.

It is our hope that this curriculum will promote an awareness among our student body that New York City's public transportation system is an important resource that exists to benefit all our City's citizens.

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

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LESSONS AND ACTIVITIES

LESSON 1

GRAFFITI

AIM: How can graffiti on the subways/buses cause you trouble?

PERFORMANCE OBJECTIVES Students will be able to:

- define graffiti
- describe how graffiti can hurt them and the people in their community
- identify one important reason why people spread graffiti
- suggest some alternatives to graffiti

SPRINGBOARD

- Who knows what the word "graffiti" means?

- Write definitions on the chalkboard. Then have students look up the word in a dictionary. Write this dictionary definition on the chalkboard: Graffiti are crude drawings or inscriptions placed on walls or other surfaces, usually to be seen by the public.

DEVELOPMENT

- Who can tell me some of the places where people commonly write or spray graffiti?

- Can anyone tell me about a particular problem with graffiti that New York City is having? (Elicit that graffiti on the trains and buses is a major problem.)

- Do you think graffiti on the transit system is a problem? Why or why not?

- How can graffiti on the transit system be a problem for you? (Use the example below to elicit similar examples from the students.)

- Suppose you live in Brooklyn and are meeting friends in the Bronx to go to a party. Because someone has sprayed graffiti over the number of your train, you get on the wrong train and by the time you realize it you are too late to meet your friends and you miss the party.

- How do you feel about missing the party?

- Whose fault is it that you were late and your friends left without you?

- How do you feel about the person who sprayed graffiti over the number of the train?

- Do you think that the person who is responsible for making you late for this or any other appointment has a right to do what he/she did? Why or why not?

. Do you think that people who do things like that should be punished? Why or why not?

. Did graffiti create a problem for you?

. Suppose you were going to a new place and wanted to use the subway/bus map but it was sprayed with graffiti. How would you feel? What might happen because the map was sprayed with graffiti? Did graffiti create a problem for you?

- Distribute Activity Sheet 1, "You Be the Judge." Divide the class into small groups and have each group decide on a penalty for the offenders in each case. Students should refer to the facts on the activity sheet before making their decisions. Have the groups share the sentences they imposed and the reasons why.

. Why do you think people spray graffiti on public property?

. Is there any clue to one of the main reasons why people spread graffiti in the definition we put on the chalkboard? What is it?

. Can you think of any other reasons why people might spread graffiti? (anger against society, to go along with what others are doing, etc.)

. Can you think of some other ways besides using graffiti that people could have their work noticed on trains and buses? (Discuss the Creative Stations Program which is described in the Resources section of this curriculum and explain that some schools sponsor art and poster contests and the students' work appears in the subway stations.)

FOLLOW-UP ACTIVITIES

A. ACTIVITY SHEET 2, WHO'S BEEN WRITING ON THE SUBWAY WALLS?

Performance Objectives Students will be able to:
. weigh one's own responsibility for the actions of others
. understand the effects of an individual's actions on others

Suggestions to the Teacher
This activity focuses on the idea of responsibility for the actions of others. It is up to the individual teacher to decide whether to use small-group discussion or individual self-analysis in pursuing this idea. However it is done, the students should be able to come to the conclusion that "no man is an island," and that every individual decision is a pebble thrown in the pond, creating infinite ripples.

FOLLOW UP ACTIVITIES (continued)

Trying to prevent a friend from writing on the subway wall is ideal for roleplay. Be sure to have the students reverse roles so that each player has a chance to articulate reasons why his or her friend should not write on the wall. Students acting as evaluators could choose which players were most effective and explain why those players were selected.

Suggested Activity

The activity might be used as a lead in to discussing the problem of graffiti on public transportation and how students feel about it. If a sufficient number of students are interested in reducing graffiti and vandalism, encourage them to organize a schoolwide campaign, perhaps participating in the Creative Stations Program.

B. ACTIVITY SHEET 3, "COST OF GRAFFITI"

Performance Objectives Students will be able to:

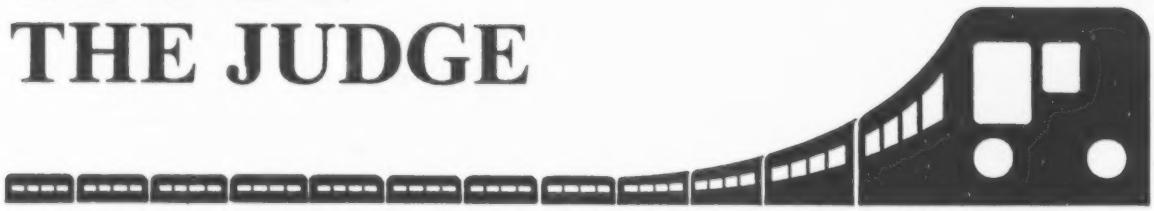
- .cite the dollar cost of graffiti to the community
- .estimate the cost of graffiti to the community in terms of other goods and services

Suggestions to the Teacher

This activity can provide students with an awareness that the money required to combat graffiti and vandalism could otherwise be spent to provide services and goods to the community and/or school. Students should discuss how they feel about the great amount of money required to fight graffiti and vandalism.

Activity Sheet 1

YOU BE THE JUDGE



Directions: Some of the penalties for spreading graffiti are listed here. Read the situations below and impose whatever combination of penalties you think each situation merits (or no penalties). Explain why you made your choices.

PENALTIES FOR GRAFFITI

1. Persons who spread graffiti can be required to remove it.
2. Persons who spread graffiti may be fined up to $500 and/or sentenced to up to six months in jail. Or both.

A. Parents or guardians may be fined or sued for damages if their child (10 to 18) is convicted of spreading graffiti.

YOU BE THE JUDGE

A. Your class has worked hard this year preparing paintings to beautify the local subway stop. When the class goes to see the display of their work, they discover their paintings have been sprayed with grafitti. Four eleven-year-olds were caught spraying the paintings. They have never done anything like this before.

I WOULD_____

_____

BECAUSE _____

_____

B. Vandals have sprayed graffiti all over the maps on a number of trains on the A line. It will cost hundreds of dollars to remove the graffiti. Two fifteen-year-olds are charged. This is their fifth offense.

I WOULD_____

_____

BECAUSE _____

_____

C. The entrance to your neighborhood subway station is sprayed with graffiti by your 17-year-old neighbor. Your parents say, "He's old enough to know better." He's done this before.

I WOULD_____

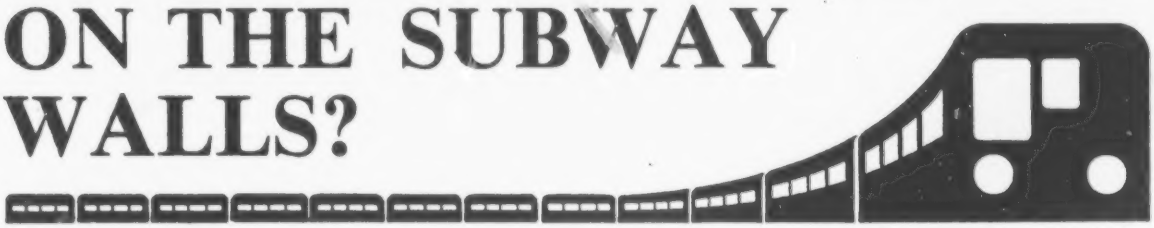
_____

BECAUSE _____

_____

Activity Sheet 2

WHO HAS BEEN WRITING ON THE SUBWAY WALLS?



Read the story and then answer the questions below.

Someone has been writing the same mark on the walls of the subway station near your school. A young male student from your school was spotted in the act of writing on the walls, but he was not caught. The Transit Police reported the incident to the principal of the school.

The Transit Police say it will cost nearly $1000 in labor and materials to remove the marks this student has put on the subway walls. They have offered a reward for information leading to the apprehension of the student responsible.

One afternoon you are going to the subway late after having worked on a project at school. The subway station is very quiet and almost empty. You come upon the student with his spray can writing the same mark. You recognize him.

Below is a list of alternatives. On a scale of 1-4, try to predict your own behavior.

1 - most unlikely 2 - pretty unlikely 3 - maybe 4 - pretty likely

a. Report the student and collect the reward. _____

b. Try to persuade the student to stop writing on the subway walls. _____

c. Pretend you didn't see him and forget the whole thing. _____

d. Leave an anonymous note in the principal's mailbox so no one will know you told. _____

Weighing all the factors, answer these questions.

1. How do you think the student would react if you threatened to tell if he continued?

   _____

2. How would other students react if they knew you reported this person?_____

   _____

3. How would you feel if another student told about something you did?_____

   _____

4. How could you convince the student not to write on the subway walls in the first place?_____

   _____

5. Is anyone hurt by writing on the subway walls?_____

   Explain. _____

6. What happens to those caught defacing property? Is it possible for the students to face criminal and civil charges?_____

   _____

Activity Sheet 3

COST OF GRAFFITI

In 1985, the Transit Authroity spent nearly 20 million dollars to fight graffiti and vandalism. Create a pie graph from the circle below to indicate what percentage of the twenty million you would allocate to the listed programs and services. Add any additional programs you wish on the list.

	Percentage	Dollar Amount
sports equipment	_____ %	$ _____
providing shelter for the homeless	_____ %	$ _____
books and films	_____ %	$ _____
class trips	_____ %	$ _____
feeding the hungry	_____ %	$ _____
performances for NYC public school students	_____ %	$ _____
(Other programs for which I would allocate funds)		
_____	_____ %	$ _____
_____	_____ %	$ _____
_____	_____ %	$ _____
Totals	_____ %	$ _____

LESSON 2

VANDALISM

AIM: Why do you think it's important for New York City to have a good and dependable transit system?

PERFORMANCE OBJECTIVES Students will be able to:
- determine cause and effect relationships
- categorize problems
- utilize problem-solving skills and suggest solutions

SPRINGBOARD

- How would your lives be different if there were no public transportation?

DEVELOPMENT

- How many of you or members of your family use public transportation on a regular basis to go to school, work, etc.?

- If there were no public transportation, how would you get to school or work, etc.? What are some other ways in which your lives would change if there were no public transportation?

- How many of you or members of your family were late for or missed an appointment or date because of delays on the transit system? What happened? Do you know why the train or bus was late? (Note the reasons for the delays on the chalkboard.)

- How many of you have ever been late for school because of delays on the transit system? What happened? Do you know why the train or bus was late? (Note the reasons on the chalkboard.)

- Have any of you been on a train or bus that was taken out of service. What happened? Do you know why the train or bus was taken out of service? (Note the reasons for the delays on the chalkboard.)

- What are some other reasons why the trains and buses don't always run on time? Have any of you heard announcements on the subway PA system explaining the reasons for delays? What reasons were given?

- Elicit from the class and place on the chalkboard the following as well as any other valid reasons for delays: doors not closing or other faulty equipment; track fires or smoke condition; congestion or traffic jams; sick passenger; police action or crime; etc.

- You may also wish to probe the class for some causes of passenger inconvience on the transit system: broken PA system, graffiti on maps, etc.

- Lead the class in a discussion to determine which of these causes of transit delay (and passenger inconvenience) are due in whole or in part to vandalism or passenger carelessness. The line of questionning might proceed as follows:

  . What do you think causes track fires and smoke conditions? (litter on tracks)

  . Who throws the litter in subway stations? (passengers)

  . Are track fires caused, at least in part, by vandalism or passenger carelessness? Why or why not?

  . If you reduced the amount of litter on the tracks, why would this reduce the number of transit delays due to track fires or smoke conditions?

  . Can you think of some ways that might reduce the amount of littering? (educational campaigns, fines, community litter-free projects, etc.)

  . What would you say to someone who says littering doesn't hurt anyone?

AND

  . Broken doors and other broken equipment are a serious cause of transit delays. Can you think of some ways doors on public transit can be broken? (passengers hold doors open for friends and break them, vandalism, general wear and tear, etc.)

  . Why do broken doors cause transit delays? (trains are not permitted to run if doors do not open and close properly)

  . Can you think of some ways to get people to stop holding the doors open? What are they? Would this lessen the number of transit delays? (educational campaigns, peer pressure, fines, etc.)

  . What would you say to someone who says that holding doors open doesn't hurt anyone?

- In addition to vandalism and carelessness, transit delays are also caused by TA procedures and personnel and by chance events which can't be helped (sick passenger). Although the focus of this curriculum is vandalism, in some classes you may wish to assign the appropriate causes of transit delays into these additional categories.

- Distribute Activity Sheet 4, "We Hope To Be Moving Shortly." Explain to the class that some frequent causes of transit delay are listed on the worksheet. Have students rank order these causes of transit delay. Poll the class for the results and place on chalkboard.

  . Which of these frequent causes of transit delay are caused in whole or in part by vandalism or passenger carelessness?

  . Do you think vandalism and passenger carelessness is a major cause of delay on the transit system? Why or why not?

  . Do you think you have ever been delayed by vandalism or passenger carelessness? Explain.

FOLLOW UP ACTIVITIES

B. ACTIVITY SHEET 5, "ILL-FATED BEAUTIFICATION CAMPAIGN"

Performance Objectives Students will be able to:
- empathize with those who are personally hurt by vandalism
- demonstrate how vandalism hurts everyone

Suggestions to the Teacher
As a culminating activity have several pairs of students roleplay a conversation between Philip and Alice when they discover the vandalism.

Suggested Activity
Students could explore participation in the Creative Stations Program described in the Resources section of this curriculum.

C. ACTIVITY SHEET 6, "WHO'S RIPPED OFF?"

Performance Objectives Students will be able to:
- recognize the seriousness of vandalism
- understand the feelings of parents whose child commits vandalism

Suggestions to the Teacher
The conclusion which students should reach through their discussions is that Fred's action has damaged nearly everyone. The people who use the station have been inconvenienced physically. They cannot sit down. They are affected psychologically by the ugly look of the station.

Fred's parents are upset because he is in serious trouble. They may feel they have not done a good job in raising Fred and may become angry with Fred and themselves so that the situation gets worse. They are also upset at having to pay for the damages. Perhaps they had planned to buy something special or take a vacation which is not now possible. Perhaps they do not have the three hundred dollars, and will have to pay it over a long period of time.

Fred himself is affected. He must feel his parents anger and disappointment. He will probably have some problems with his sister. And he will not feel good about himself.

In concluding the discussion, ask students how Fred's behavior affects society as a whole. What would New York City's transit system be like if everyone committed one act of vandalism? What happens to societies when their citizens act in ways that show no concern for society as a whole? What would happen to New York City's transit system if everyone performed one action to improve it?

Suggested Activity
Divide the class into small groups and have each group write an ending to the story. Then have the group roleplay what they have written.

Activity Sheet 4

WE HOPE TO BE MOVING SHORTLY

Below are listed the most frequent causes of delays on the transit system. Place a "1" next to the cause you think is responsible for the most delays; a "2" next to the cause you think is responsible for the next highest number of delays; etc.

1. CONGESTION (TRAFFIC JAMS) _____
2. TRACK FIRES OR SMOKE CONDITION _____
3. POLICE ACTION _____
4. BROKEN DOORS _____
5. SICK PASSENGER _____
6. BROKEN EQUIPMENT (OTHER THAN DOORS) _____

Circle the causes of transit delay you think are due in whole or in part to vandalism.

Do you think you have ever been delayed by vandalism on the transit system? Explain.

_____

_____

_____

_____

Activity Sheet 5

ILL-FATED BEAUTIFICATION CAMPAIGN

Read the story below and be prepared to talk over what happened.

The principal of an intermediate school announces that local firms have allocated money to the school to help beautify the local bus and subway stops. She also announces that the school will first conduct a contest among the students to see who can come up with the best plan for beautifying a bus shelter and a subway station.

Philip wants to be an architect when he grows up. Alice wants to be a horticulturist. They are both 11 years old.

Philip designs a glassed-in wooden structure for displaying notices and student artwork in the subway and bus shelter. Alice designs a garden arrangement using some rocks and plants. They share the prize for design, and work begins.

Everyone works on the project—parents, teachers, students. They hope it will be finished by April.

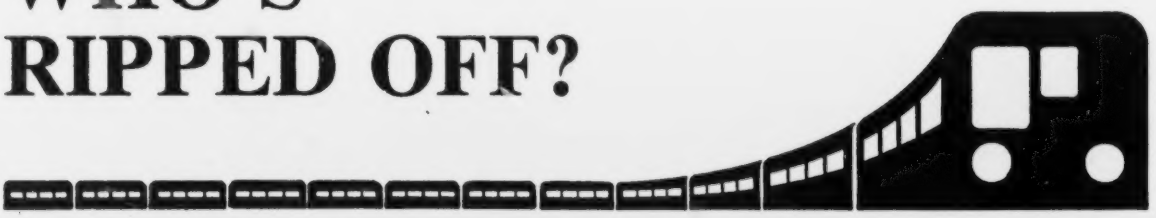
One Saturday, when they are almost finished, a group of students breaks the glass, writes graffiti all over the wooden structure and pulls up the plants. When Philip and Alice discover the vandalism they are angry and bitter. Work on the project is abandoned and the subway and bus shelter look worse than before.

Using the questions below, break into small groups and discuss what happened.

1. What motives did the young people have who destroyed the project?
2. In what way did this act of vandalism harm the community?
3. What effect will this incident have on Philip's plans for his future? Alice's plans?
4. Suppose the vandals had been identified and Philip and Alice got some friends to beat them up; would they have been justified? Why or why not?
5. Who had the most reason to be angry about the vandalism? Explain.
6. Is vandalism less serious if the property destroyed is public rather than private? Why or why not?
7. Does one person have the right to destroy what the public's taxes pay for? Why or why not?

Activity Sheet 6

WHO'S RIPPED OFF?



Read this skit aloud and use the questions for discussion.

The scene is the Woodman home. Mr. and Mrs. Woodman are watching television. Their daughter, Annette, (12) is doing her homework. Fred, (15) is in the kitchen getting a snack. The doorbell rings. mr. Woodman answers. Officer Canfield appears at the door.

Officer:	Mr. Woodman? You have a son named Fred, right?
Mr. Woodman:	Yes. Is he in trouble?
Officer:	He's been identified as one of the vandals who destroyed the seats in the 45th Street station and spray painted graffiti on the walls.
Mr. Woodman:	Fred, come out here, please!
Fred:	(entering from kitchen) What's he doing here? What does he want?
Officer:	How old is Fred, Mr. Woodman?
Mr. Woodman:	Fifteen.
Annette:	(whispering loudly to Fred) I knew they'd catch you, Freddy.
Officer:	Fred's friend was arrested for ripping the seats out of the subway station. He identified Fred as having taken part in the vandalism. I have here a desk appearance ticket for you and your parents to appear in family court. (He hands the ticket to Mr. Woodman.) The ticket will tell you the time and place. Good night.
Mrs. Woodman:	Just a minute, please, Officer! What can they do to him?
Officer:	That's up to the court. But at a minimum, you'll probably have to pay the damages.
Mr. Woodman:	How much is it?
Annette:	I told you, Freddy. You said, "It doesn't hurt anybody. My parents paid for that junk anyway."
Officer:	Now your parents will pay the whole bill for replacement—around two hundred dollars, I think.

Questions for discussion

How do you think Fred's parents feel?
How do you think Fred feels?
Why do you think Fred did it?
Have you ever been made uncomfortable or upset by subway vandalism? Explain.
Should the court ask anything of Fred's parents besides the cost of the damage? Why or why not?
Who has been hurt by Fred's actions?

LESSON 3

BEHAVIOR ON PUBLIC TRANSPORTATION

AIM: How can the behavior of one rider affect a bus or subway ride for the other passengers?

PERFORMANCE OBJECTIVES Students wil be able to:
- identify traits of a courteous TA passenger
- explain the importance of respecting the rights of others
- empathize with the needs of the elderly and handicapped

SPRINGBOARD

- How many of you have had an experience on public transportation in which another passenger did something to help you? Tell us about it.

- Has anyone had an experience in which another person made the ride unpleasant? Explain what happened?

DEVELOPMENT

- Distribute Activity Sheet 7, "What's Your Passenger IQ?" Have students complete the excercise and then review each of the questions. The line of questioning might proceed as follows:

  - Why do you think playing loud music would be disturbing to other passengers on the train or bus? (couldn't hear announcements, couldn't converse with each other, etc.)

  - Do you think people have a right to hear announcements or each other on the bus or subway? Why or why not?

  - Can you think of some places where playing loud music is OK? (rock concerts; dance or party before 11 PM; in your room with parents' permission; during designated times or periods in school; etc.)

AND

  - Why do you think leaving litter on the bus or subway might be disturbing to other passengers? (Could trip and fall. Who wants to sit on a banana peel? etc.)

  - Do you think people have a right to expect to ride on a clean bus or subway? Why or why not?

  - Can you think of any situations in which someone has the right to litter in a public place? (littering is always an infringement on the rights of others)

- Now have class score their Passenger IQ by giving themselves one point for each correct answer: 1. T; 2. F; 3. T; 4. T; 5. F; 6. F; 7. T; 8. T; 9. T; 10. T; 11. F; 12. F; 13. T.

  If you scored 11-13 you deserve a gold star.
  If you scored 8-10 you could use some improvement.
  If you scored below 8 you are bad news.

- Can anyone think of any other ways in which one rider can make a trip on the bus or subway an unpleasant experience for the other passengers? a pleasant experience for the other passengers?

- What are the behaviors or characteristics of a courteous transit rider that we have discussed? (place on chalkboard)

FOLLOW-UP ACTIVITIES

A. THE ELDERLY AND THE HANDICAPPED

This follow-up focuses on the special needs of the handicapped and the elderly.

- On certain seats on public transportation we have all seen the words, "Won't you please give this seat to the elderly or handicapped?" Why do you think the elderly or handicapped need this special treatment?

- How many of you have elderly members in your family? Would you be pleased if someone gave your elderly relative or friend a seat on the bus or subway? Do you think you should do the same for an elderly person?

- Why do you think we should try to make it easier for the elderly or handicapped to use public transportation by giving up our seats to them? Can you think of any other ways we can help?

- To try to understand what life is like for a handicapped person, I want you to pretend you must get to school on crutches. On your way to school, where are some places you would have trouble if you were on crutches? (note on chalkboard stairs, curbs, etc.)

- Do you think it would be harder to use public transportation if you were on crutches? Why or why not?

- Suppose people who are elderly or who are handicapped couldn't use public transportation, do you think their lives would change? How? Do the elderly and handicapped have a right to use public transportation? Why or why not? (They are part of the public.)

- Can you think of any ways the transit authority has tried to help the elderly or handicapped? (reserved seats, lifts for wheelchairs on buses, lower fares for senior citizens, etc.)

- Can you think of any other ways the TA might help these groups?

FOLLOW-UP ACTIVITIES (continued)

B. ACTIVITY SHEET 8, "FAIR RIDERS!"

Performance Objectives Students will be able to:
- recognize behaviors which have negative effects on fellow passengers
- estimate the severity of those effects over time
- evaluate the comparative seriousness of problems

Suggestions to Teacher

Your class may want to do some research on the subway systems in other countries -- Italy, France, Japan, Russia, Canada, etc. Pictures or drawings of typical scenes in other environments could enliven roleplaying, with perhaps the "Voice of the Paris (or Rome) Subway" as narrator.

Have a contest to pick another title for this activity sheet. Suggested alternatives might be: UNFAIR RIDERS! FARE RIDERS!; SUB-WAYS! SUBVERSIVE WAYS!; BUS AND SUBWAY MANNERS!; TRAIN TRAINING!; BUS AND SUBWAY ETIQUETTE! For each suggested title, have the students explain the full meaning in their own words. The class should vote on the title which is most expressive of the main idea.

Ask students if they have ever been in a situation in which:

- someone was smoking next to you on a train or bus and blowing smoke in your face
- someone pulled the emergency cord
- a bus shelter was vandalized exposing all to inclement weather
- someone threw garbage on the seat or floor of the train or bus
- someone was playing a radio extremely loud
- people pushed you on the train or bus or blocked your entry or exit

- If the answer is yes to any of these situations, have the students explain how they felt and why.

- The Transit Authority could take money allocated for graffiti removal and put it into improving service. Would the students advocate doing this? Why or why not? How would they spend money to eradicate some of the above problems?

Suggested Activities

Students could interview other students and teachers who ride the subway and buses, asking them what bothers them most about other riders. Those students who are adept at drawing could illustrate each gripe and then do another drawing showing what the scene would be like if the people were all reasonably kind and courteous. Pictures could be posted in a "Before" and "After" bulletin board display.

If there is sufficient interest in the class or school, you could contact the Transit Authority about displaying students' posters in the subway stations near the school (see Resources section of this curriculum).

C. ACTIVITY SHEET 9, THE SMOKE-FILLED SUBWAY CAR!

Performance Objectives Students will be able to:
.identify individual rights as reflected in nonsmoking regulations
.discuss how individual rights may be jeopardized by smoking
.describe problems which may arise from nonsmoking regulations
.suggest ways for resolving the conflict

Suggestions to the Teacher
After students have completed the "Smoke-Filled Subway Car" exercise, divide the class into small groups of "smokers" and "non'smokers." Have the groups react to the following issues:

A. For Smokers:
   1. How do you prefer to be asked not to smoke?
   2. How do you feel about the rights of nonsmokers?

B. For Nonsmokers:
   1. How do you ask smokers not to smoke? What do you do, if anything, if they won't stop smoking?

   2. How do you feel about nonsmokers' rights and laws restricting smoking?

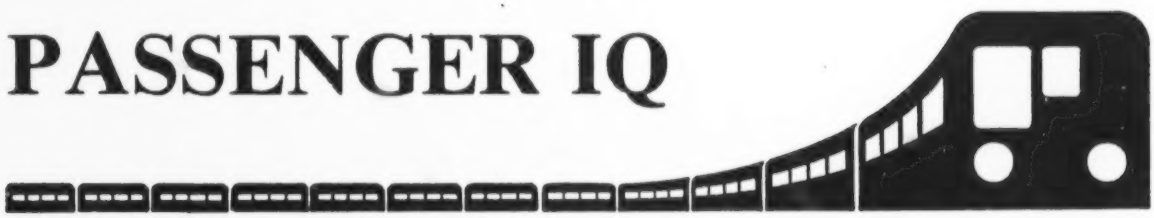
Have groups share with the entire class their responses to these issues. Use the findings as a basis for class discussion, or for preparing a report for distribution to parents, or for publication in the school newspaper.

Have students roleplay the parts of the "Thoughtless Smoker" and "Informed Nonsmokers" as these individuals encounter each other in several different situations: in a restaurant; on a subway or bus; in an automobile.

Suggested Activity
Have students write to their city and state legislators stating their views on restricting smoking in certain public places.

Activity Sheet 7

PASSENGER IQ



Mark the questions below **True** or **False.** Then determine your Passenger IQ by scoring your paper as your teacher provides the answers.

1. I don't play my radio on the bus or subway._____
2. I have left soda cans and other litter on the bus or subway when I was in a big hurry._____
3. I don't walk through subway cars, even when the train is stopped in the station._____
4. I have never taken a seat reserved for the handicapped or elderly and then refused to give it up._____
5. I have never written my name on a subway car or bus._____
6. I have held the subway doors open for my friends who were far behind me._____
7. I try to let people get off the train before I get on._____
8. I don't push or shove on the train or bus, even when fooling around with my friends._____
9. If I see an elderly or sick person who is standing, I usually give my seat up for that person._____
10. When the bus is crowded, I move to the rear to make room for others._____
11. Sometimes I stand in front of the train or bus doors while people are trying to get in or out._____
12. I think people have a right to smoke in the subway._____
13. It is dangerous to pull the emergency cord as a prank._____

Activity Sheet 8

FAIR RIDERS!

Look at the pictures below. In each picture one or more people are having problems because other people are not fair riders. In the space next to each picture, explain the problem and its effect. Write a caption on the line above the picture.

Caption: _____

Caption: _____

Activity Sheet 8 (continued)

Caption: _____

_____
_____
_____
_____
_____
_____
_____

Caption: _____

_____
_____
_____
_____
_____
_____
_____

Now choose the picture which you think shows the most serious problems and answer the following questions:

1. How many people will be affected by this problem in a day, a week, a month?

_____
_____

2. What kind of things could happen to people because of this problem?

_____
_____
_____

Activity Sheet 9

THE SMOKE-FILLED SUBWAY CAR

Study the following incident and complete the exercise that follows.

You and your friend take your regular train to return home from school at 3:00 p.m. A group of students, whom you recognize from school, light cigarettes and begin smoking in the car where you are sitting. You and your friend are bothered by the smokers' disregard for the law and their disregard for the rights of nonsmokers sitting in the train.

Below is a list of choices. On a scale of 1 to 5, try to predict how you would react in this situation.

1-most unlikely 2-pretty unlikely 3-maybe 4-pretty likely 5-most likely

a. Ignore the smoking and pretend that it does not bother you. _____
b. Change train cars to avoid the smoke. _____
c. Politely advise the smokers of the subway regulations. _____
d. Bring this matter to the attention of the conductor. _____
e. Report the incident to your school dean. _____
f. Discuss this matter with your health education teacher. _____

1. Explain your reasons for any choice you thought "pretty likely" or "most likely."

_____

_____

2. Do you think that if more people spoke up it would change smokers' behavior? Why or why not?

_____

_____

3. How have my feelings or ideas been affected by this activity?

_____

_____

RESOURCES

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A. CLEAN STATION PROGRAM

Transit Authority efforts to combat dirt and graffiti in rapid transit stations include the Clean Station Program. Because of the hazardous nature of the cleaning solvents, elementary school students would not be able to participate in removal of heavy graffiti. However, basic cleaning and upkeep of stations would be appropriate for these students. Rapid transit stations located near elementary schools are commonly "adopted" by the school for this purpose.

CONTACT: Ms. Sheila Kennedy
Director of Government Relations
New York City Transit Authority
370 Jay Street
Brooklyn, NY 11201
(718) 330-3035/6

B. CREATIVE STATIONS PROGRAM

The Creative Stations Program allows non-profit groups to utilize funds to aid in the maintenance of station cleanliness and provide for station amenities. Projects appropriate on the elementary school level include the installation of murals/posters and banners. Stations involved in the program are typically located near the participating school.

CONTACT: Ms. Nancy Reyner
Coordinator
Metropolitan Transit Authority
347 Madison Avenue
New York, NY 10016
(212) 878-7452

C. ASSEMBLY SPEAKERS PROGRAM

The Transit Authority has established the Assembly Speakers Program in order that representatives from both Operating and Administrative Departments be available to speak to classrooms throughout the New York City school system. These speakers are Transit Authority personnel who are active in the day-to-day operations of the largest public transportation system in the world.

CONTACT: Ms. Celeste Morris
Government Relations Specialist
370 Jay Street
Brooklyn, NY 11201
(718) 330-4259

D. TRANSIT EXHIBIT

The Transit Exhibit, located in downtown Brooklyn, has been created ty the Transit Authority to educate New Yorkers about their transit system. There are numerous exhibits of both past and present transit-related items. Old trains, buses, a film presentation and other informational devices abound.

To arrange a visit for your class please call:

(718) 330-3060/3063

Hours of Operation: Monday through Friday from 10 a.m to 4 p.m.
Admission: Adults $1. Children $ .50

E. BOROUGH CONTACTS

Should you have any questions concerning public transportation in your borough, please contact the following individuals:

Bronx/Staten Island:	Mr. Eric Meyers, Government Relations Specialist (718) 330-4254
Brooklyn:	Ms. Celeste Morris, Government Relations Specialist (718) 330-4259
Manhattan:	Ms. Hilary Jones, Government Relations Specialist (718) 330-4567
Queens:	Mr. Dario Centorcelli, Government Relations Specialist (718) 330-4254